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ABSTRACT

This report on the current status of teacher education in Minnesota, and plans for program improvements, is based on responses to a survey distributed to all 26 institutions of higher education approved to prepare teachers, and random samples from public and private school teachers and principals. The issues covered in the report include: (1) teacher recruitment; (2) admission and retention; (3) teacher education curriculum; (4) clinical experiences; (5) exit standards and licensure; and (6) research and development. Recommendations follow each issue section. Appended are the responses to a survey of policies, practices and perceptions regarding teacher education and a sample questionnaire on administrator and teacher attitudes toward preservice teacher education. Open-ended responses from teachers and administrators are summarized and recommendations are made for further study. (JD)

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REPORT

of the

MINNESOTA ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

COMMISSION FOR EXCELLENCE IN TEACHER EDUCATION

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January, 1985

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REPORT

of the

MINNESOTA ASSOCIATION OF COLLEGES

FOR TEACHER EDUCATION

COMMISSION FOR EXCELLENCE IN TEACHER EDUCATION

ABSTRACT

This report of the Minnesota Association of Colleges for Teacher Education Commission for Excellence in Teacher Education was prepared by teacher educators representative of the private and public colleges and universities in the State of Minnesota. The report contains a brief description of issues related to teacher education, including recruitment, admission and retention, exit standards, curriculum, clinical components, licensure, and research and development. In addition, recommendations related to these issues are presented.

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REPORT

of the

MACTE COMMISSION FOR EXCELLENCE IN TEACHER EDUCATION

INTRODUCTION

In the summer of 1983, the Minnesota Association of Colleges for Teacher Education (hereafter identified as MACTE), representing all institutions approved to prepare teachers in the State of Minnesota, established a commission on teacher education. The MACTE Commission brought together teacher educators representative of the private and public colleges and universities in Minnesota for the expressed purpose of addressing current and vital issues in teacher education.

Commission membership included: Kenneth Ames, St. Cloud State University; Kenneth Howey, University of Minnesota--Minneapolis; Marie Mc[illegible]f, Augsburg College; Duane Orr, Mankato State University; Alvin Ollenburger, University of Minnesota--Duluth; and William Salesses (Commission Chair), College of St. Thomas. Consultants to the Commission included: Frank Braun, University of Minnesota--Minneapolis (Minnesota Institutional Teacher Placement Association); Kenneth Peatross, Minnesota Board of Teaching; and Judith Wain, Minnesota State Department of Education.

> The charge to the Commission by MACTE President, Wesley Matson, which was agreed to by the members of the Commission, was to examine recruitment, admission, retention and exit standards in teacher education. Such issues as competency testing and the influence of technology on the teaching/learning process were addressed. Existing programs designed to prepare pre-kindergarten, elementary/secondary, K-12,

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and special education teachers for service in the schools of Minnesota were examined. In addition, partnerships with industry and institutional cooperation in areas of program development, licensure, and evaluation were considered.

Questionnaires were designed and distributed to all institutions of higher education approved to prepare teachers in the State of Minnesota, to one percent of all public and private classroom teachers in the State of Minnesota, and to five percent of all principals of public and private schools in the State of Minnesota. Demographic and programmatic data were collected for the purpose of describing the qualifications of pre-service students and the practices, identified issues, and the perceived effectiveness of teacher education programs in Minnesota. Recommendations concerning teacher education at both state and national levels were also examined.

Task forces will be formed to develop plans and evaluative processes collaboratively with individuals and groups responsible for education in the State of Minnesota. Since this was an unfunded report, member institutions in MACTE assumed the cost of the study.

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TEACHER EDUCATION ISSUES

Recruitment

Shortages of teachers, expected to peak by 1990, are already being experienced in some sections of the eastern and western United States. A number of reasons for this occurrence may be identified. Societal changes in attitudes concerning women and their range of career options have had an effect on the number of women entering the teaching profession. Recent studies suggest that academically able college students may be reluctant to enter programs of teacher preparation. Studies also suggest that experienced educators are leaving teaching earlier and in much greater proportions than individuals from other professions. In addition, working conditions within the profession are frequently viewed as constraining the effectiveness of those who choose to remain in teaching.

Recruitment to a profession depends on several elements, including the image of the profession, working conditions, salary, the talent pool available, and supply and demand. Talent tends to flow towards perceived opportunities. Salary differentials among various careers play a definite role in recruiting and retaining talented persons. Even though teachers do not identify financial reward as a major reason for entering the teaching profession, it is ranked as a major reason for leaving the profession.

The majority of Minnesota teacher preparing institutions do not have formal procedures for recruitment of students into teacher education programs. Only two of the institutions responding to the question of the availability of scholarship monies reported that they had resources available for high ability students, and only three indicated that they were able to offer financial aid to minority students. At the institutional level, it would seem that limited resources are available in the form of scholarship monies designated specifically for students entering teacher preparation programs.

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To date, no research has demonstrated whether specialized financial aid will affect recruitment into teacher education programs and retention of talented teachers.

To attend to the image of the teaching profession and those features that surround the desirability of entering the teaching profession, MACTE recommends that:

1

TEACHER PREPARATION INSTITUTIONS BE ENCOURAGED TO SUPPORT ALL TALENTED AND ACADEMICALLY ABLE STUDENTS ENTERING THE TEACHING PROFESSION BY PROVIDING SCHOLARSHIPS FOR THOSE STUDENTS

2

THE LEGISLATURE INSTITUTE INCENTIVES DESIGNED TO ATTRACT CANDIDATES INTO THE TEACHING PROFESSION. SPECIFIC FUNDS SHOULD BE DEDICATED TO SUPPORTING THE PRE-SERVICE EDUCATION OF MINORITY STUDENTS WITH ACADEMIC POTENTIAL AS WELL AS ALL STUDENTS IDENTIFIED AS TALENTED AND ACADEMICALLY ABLE

3

THE STATE OF MINNESOTA (GOVERNOR, LEGISLATURE, STATE AGENCIES, SCHOOL DISTRICTS, AND TEACHER ORGANIZATIONS) CONTINUE TO WORK TOWARDS THE IMPROVEMENT OF TEACHER SALARIES

4

MACTE, IN COLLABORATION WITH SECTORS OF THE LARGER COMMUNITY, EXAMINE WAYS TO RECOGNIZE AND AFFIRM, ON A REGULAR BASIS, THE IMPORTANCE OF TEACHERS AND EDUCATIONAL LEADERSHIP FOR THE STATE OF MINNESOTA

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Admission and Retention

Within the State of Minnesota, institutions approved by the Minnesota Board of Teaching to prepare teachers have established and do maintain a process for admission into and retention of persons in teacher licensure programs, including the application of specific criteria for admission and retention, usually in the sophomore year. Typically, multiple data are reviewed in determining admission to a teacher education program. Data most commonly employed include: prior grade point average, proficiency tests in speech and writing, academic and professional interviews and letters of reference, and assessments of planned and supervised pre-admission clinical experiences with youth. Other data used by a limited number of institutions include: scores on standardized tests, high school rank, approval by academic major department, and proficiency in mathematics.

Eight institutions reported standardized test data on PSAT (verbal and mathematics) for students enrolled in programs of teacher education in the academic year 1983-84. All but one of these reported that institutional means for the verbal or mathematical scores of PSAT for education majors were above both state and national norms for all college-bound high school juniors.

Since 1977, within the United States, criteria for admission to teacher education programs have commonly been expanded to include competency testing in the basic skill areas of reading, writing, speech, and mathematics. Among Minnesota institutions preparing teachers, ten reported the use of competency testing in one or more of these skill areas.

Colleges and departments of education in approved institutions have established and maintain a process of periodic checks to monitor individual progress during the student's tenure in the teacher education program. Typical checkpoints identified by most institutions include evaluation of experiences in school settings, periodic assessment of academic performance (specifically prior to student teaching), and successful completion of student

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teaching and/or internships. All Minnesota institutions review students' pre-student teaching clinical experiences and incorporate the assessments of cooperating school personnel into the process of monitoring the progress of students. All institutions reported that both professional education and major discipline faculty are involved in the admission and retention process.

In light of these observations, MACTE recommends that:

5

STANDARDS FOR ADMISSION AND RETENTION OF STUDENTS IN TEACHER EDUCATION PROGRAMS, AS ESTABLISHED BY TEACHER PREPARATION INSTITUTIONS AND APPROVED BY THE MINNESOTA BOARD OF TEACHING THROUGH THE PROGRAM APPROVAL PROCESS, CONTINUE TO BE OBSERVED AND MONITORED

6

A TASK FORCE, FUNDED BY THE LEGISLATURE, AND MADE UP OF REPRESENTATIVES FROM THE MINNESOTA BOARD OF TEACHING AND MACTE, BE ESTABLISHED TO IDENTIFY ELEMENTS SUCH AS ACADEMIC APTITUDE AND ACHIEVEMENT WHICH WOULD SERVE TO CONSTITUTE A COMMON DATABASE. THE TASK FORCE SHOULD RECOMMEND HOW APPROPRIATE DATA CAN BE OBTAINED AND SHARED IN A SYSTEMATIC, COST-EFFECTIVE MANNER

7

MINNESOTA TEACHER PREPARATION INSTITUTIONS CONTINUALLY MONITOR STUDENTS' BASIC ACADEMIC SKILLS (READING, MATHEMATICS, SPEECH, WRITING) TO INSURE APPROPRIATE LEVELS OF QUALITY FOR TEACHER EDUCATION CANDIDATES PRIOR TO RECOMMENDATION FOR LICENSURE

8

RESEARCH AND DEVELOPMENT MONIES BE ALLOCATED BY THE LEGISLATURE TO THE MINNESOTA BOARD OF TEACHING IN PARTNERSHIP WITH TEACHER PREPARATION INSTITUTIONS TO SUPPORT RESEARCH EFFORTS TO IDENTIFY SPECIFIC TRAITS AND ABILITIES THAT CORRELATE WITH TEACHER EFFECTIVENESS.

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Curriculum

The curriculum for a student preparing to become a teacher can be divided among three major areas: liberal arts, academic major, and professional education. Minnesota teacher preparation institutions report an appropriate balance among the three curriculum components. In two recent reports, "Involvement in Learning: Realizing the Potential of American Higher Education," prepared by the Study Group on the Conditions of Excellence in American Higher Education, and "To Reclaim a Legacy," based on findings of the National Endowment for the Humanities' study group on "State of Learning in the Humanities in Higher Education," strong emphasis is placed on the need for a quality liberal arts education for all bachelor degree recipients, regardless of major.

At the same time, numerous additions to the professional education curriculum have resulted from the increase in the knowledge base about teaching. Thus, extended preparation programs and more focused continuing education programs have been considered as options to attend to the increased demands upon teacher education programs.

Therefore, MACTE recommends that:

9

THE MINNESOTA BOARD OF TEACHING CONTINUE TO REVIEW ALL TEACHER LICENSURE RULES TO INSURE THE EXISTENCE OF A QUALITY LIBERAL ARTS COMPONENT. CONSIDERATION SHOULD BE GIVEN TO INTEGRATING OR RECONFIGURING TEACHER EDUCATION PROGRAMS IN ORDER TO MAINTAIN A BALANCED CURRICULUM

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THROUGH COLLABORATIVE EFFORTS BY PERSONNEL FROM THE STATE DEPARTMENT OF EDUCATION, THE MINNESOTA BOARD OF TEACHING, TEACHER ORGANIZATIONS, TEACHER PREPARATION INSTITUTIONS, AND BUSINESS AND INDUSTRY, THE CONTINUING EDUCATION RULE ALREADY IN EXISTENCE IN THE STATE OF MINNESOTA BE REVISED TO INCLUDE SPECIFIC PROCEDURES FOR THE DELIBERATE AND STRUCTURED INDUCTION OF TEACHER EDUCATION GRADUATES INTO THE PROFESSION, AS WELL AS CONSIDERATION OF A DIFFERENTIATED STAFFING PLAN FOR EDUCATORS.

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Clinical Component

All teacher education programs in the State of Minnesota include field experiences prior to student teaching as an integral part of such programs. Specific goals for clinical experiences are required by the Minnesota Board of Teaching; these experiences must be planned and evaluated. The need for increased cooperative planning between teacher preparation institutions and school supervisors of clinical experiences is supported both by public and private school educators and educators on college and university campuses. The financial resources available for such planning are minimal. Few institutions have college-school joint appointments. The interest in more cooperative endeavors between schools and colleges in preparing teachers in Minnesota has been well documented. The inadequacy of resources for collaborative involvement has been equally well documented.

Thus, it is the recommendation of MACTE that:

11

A TASK FORCE, FUNDED BY THE LEGISLATURE, MADE UP OF REPRESENTATIVES FROM THE MINNESOTA BOARD OF TEACHING, TEACHER ORGANIZATIONS, AND TEACHER EDUCATORS, BE COMMISSIONED TO IDENTIFY THE COMPETENCIES AND EXPERIENCES NECESSARY FOR THE EFFECTIVE MENTORING OF PRE-SERVICE AND FIRST YEAR TEACHERS.

12

THROUGH COLLABORATIVE EFFORTS AMONG TEACHER ORGANIZATIONS, REPRESENTATIVES OF TEACHER PREPARATION INSTITUTIONS, AND THE MINNESOTA BOARD OF TEACHING, A CADRE OF OUTSTANDING TEACHERS BE IDENTIFIED TO WORK AS ADJUNCT CLINICAL PROFESSORS WITH PRE-SERVICE TEACHER EDUCATION PROGRAMS. THESE ADJUNCT CLINICAL PROFESSORS WOULD ASSUME RESPONSIBILITIES BEYOND TRADITIONAL SUPERVISORY ROLES IN CLINICAL SETTINGS

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MONIES BE DESIGNATED BY THE LEGISLATURE TO SUPPORT THE PROFESSIONAL SERVICES OF CLASSROOM TEACHERS WHO SUPERVISE PRE-CLINICAL AND CLINICAL EXPERIENCES.

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Exit Standards and Licensure

In the State of Minnesota, students successfully completing teacher education programs are recommended for licensure to the Minnesota Board of Teaching at the conclusion of an approved teacher education program. Each approved institution has submitted to the Minnesota Board of Teaching a detailed description of its teacher education program, including a description of the systematic procedures for the evaluation of the program which assure that all requirements for teacher licensure have been met by all persons recommended for teacher licensure.

Even though there is within the education community nationally some opposition to the "approved program" route to licensure, there is agreement that a body of knowledge common to the teaching profession does exist, and that a candidate entering the teaching profession should be able to demonstrate a command of that knowledge. Some states are considering the implementation of alternatives to the approved program approach, intending by this means to attract academically able persons into the profession.

Nationally, teacher competency testing has increased in recent years. Those states using testing are about evenly divided in their use of national tests and state-developed tests. More states require teacher competency testing by way of state education agency regulations than by legislative mandates.

Consequently, MACTE recommends that:

14

SYSTEMATIC EVALUATION OF TEACHER CANDIDATES THROUGH INSTITUTIONAL AND PROGRAM APPROVAL PROCEDURES AS PROMULGATED IN RULE BY THE MINNESOTA BOARD OF TEACHING BE CONTINUED BY INSTITUTIONS RECOMMENDING CANDIDATES FOR LICENSURE

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15

A TASK FORCE COMPRISED OF TEACHER EDUCATORS AND REPRESENTATIVES FROM TEACHER ORGANIZATIONS IN THE STATE BE AUTHORIZED AND FUNDED BY THE LEGISLATURE TO REVIEW, ASSESS, AND MAKE RECOMMENDATIONS CONCERNING CURRENT TESTS AND OTHER MEASURES OF TEACHER KNOWLEDGE, SKILLS, AND UNDERSTANDINGS

16

EFFORTS TO LICENSE TEACHERS OUTSIDE THE PROGRAM APPROVAL PROCESS PRESENTLY OPERATING IN MINNESOTA BE DISCOURAGED UNTIL SUCH TIME AS RESEARCH FINDINGS SUGGEST ALTERNATE PROCEDURES WHICH ARE LIKELY TO INSURE THE CONTINUED QUALITY OF TEACHERS IN THE STATE.

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Research and Development

Research and development efforts are important in order that any profession remain vital and relevant. Recently, considerable research has been generated regarding the teaching/learning process. Further systematic research efforts translating those teaching/learning models into practice, as well as experimental programs to test new teaching/learning models, are needed.

Specifically, this research should focus both on earlier and continuing clinical experiences which permeate the entire curriculum and on more formalized and supervised internship or induction experiences which may extend beyond the four-year programs typically found in Minnesota institutions preparing teachers.

In addition, new content in teacher education programs requires greater emphasis on faculty development.

Therefore, it is the recommendation of MACTE that:

17

THE MINNESOTA BOARD OF TEACHING SUPPORT RESEARCH DESIGNED TO DEMONSTRATE THE EFFECTIVENESS OF PARTNERSHIPS BETWEEN TEACHER PREPARATION INSTITUTIONS AND BUSINESS AND INDUSTRY WHICH WOULD FOCUS ON THE IMPROVEMENT OF THE CLINICAL COMPONENT OF TEACHER EDUCATION

18

RESEARCH AND DEVELOPMENT MONIES BE ALLOCATED BY THE STATE OF MINNESOTA FOR THE COOPERATIVE STUDY BY CLASSROOM TEACHERS AND TEACHER EDUCATORS OF WAYS TO IMPROVE TEACHER EDUCATION. THE CATEGORIES FOR SUCH RESEARCH AND DEVELOPMENT MIGHT INCLUDE:

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-- PROGRAMS WHICH REFLECT BOTH NEW AND STRENGTHENED ROLES AND RELATIONSHIPS OF TEACHER EDUCATORS WITH EDUCATORS IN K-12 SCHOOLS

-- PROGRAMS FUNDED TO SUPPORT EXPLICITLY DIFFERENT ORIENTATIONS TOWARDS TEACHING. SUCH PROGRAMS WOULD BE DESIGNED TO ASSIST PRE-SERVICE TEACHERS TO DEVELOP THOSE ATTITUDES AND ABILITIES WHICH WOULD ENABLE THEM TO APPROACH TEACHING IN A MORE EXPERIMENTAL MODE

-- PROGRAMS WHICH DEVELOP VARIATIONS IN THE WAY INITIAL PROGRAMS OF TEACHER PREPARATION CAN BE EXTENDED SUBSTANTIVELY

-- PROGRAMS WHICH EXPLORE ALTERATIONS IN THE ROLE OF TEACHING, e.g., MOVING FROM THE ROLE OF GENERALIST TO A ROLE WHICH WOULD BE MORE SPECIALIZED AND INTERDEPENDENT

-- PROGRAMS EMPHASIZING THE UTILIZATION OF TECHNOLOGY IN TEACHING AND LEARNING

-- PROGRAMS EMPHASIZING MEANS OF ACHIEVING GLOBAL UNDERSTANDING

-- PROGRAMS DESIGNED TO PREPARE TEACHERS TO FUNCTION EFFECTIVELY IN SETTINGS UNIQUE TO URBAN AND RURAL ENVIRONMENTS

-- PROGRAMS EMPHASIZING THE DEVELOPMENT OF SKILLS FOR SELF-DIRECTED, LIFE-LONG LEARNING

19

FUNDING BE APPROPRIATED BY THE STATE OF MINNESOTA TO SUPPORT THE CONTINUING PROFESSIONAL DEVELOPMENT OF THOSE RESPONSIBLE FOR THE PREPARATION OF TEACHERS.

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CONCLUSION

The strength of a democratic society is based in great part upon the education of all its citizens. The strength of the education process is dependent to a large degree on the quality of its teachers. As an organization of teacher educators, MACTE urges a joining of forces in the arenas that affect and are affected by education in order to support continued efforts to recognize and strengthen the quality of the educational system in the State of Minnesota.

APPENDIX A

APPENDIX A

Minnesota Association of Colleges for Teacher Education

Commission for Excellence in Teacher Education

A Survey of Policies, Practices and Perceptions Regarding Teacher Education in the State of Minnesota

January, 1985

A SURVEY OF TEACHER EDUCATION IN MINNESOTA

A survey was conducted by the MACTE (Minnesota Association of Colleges for Teacher Education) during the academic year 1983-84. The survey instrument was sent to all twenty-six institutions in Minnesota which prepare teachers; twenty-five of the twenty-six institutions responded (St. John's and St. Benedict's were treated as a single program). This comprehensive survey collected both demographic data and descriptive information about policies, programs, and practices. Also, perceptions of effectiveness, current problems and future directions which should be pursued were obtained.

While all but one institution responded, not all institutions were willing or able to provide certain data. For example, not all institutions reported desired demographic data on students in the initial survey. Thus, a follow-up of certain items was conducted to elicit more specific information, especially about students. This brief follow-up also included items designed to elicit opinions about topical issues and desired future directions from additional faculty members other than the institutional representatives who completed the first survey.

Demographic Data

Student Admissions

Twenty-five of the institutions reported numbers of students admitted to their programs for the academic year 1983-84 through March, 1984. The combined number of admissions accepted by these twenty-three teacher licensure programs totaled 3,375 students.

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Table I

Reported Student Admissions to Programs to Teacher Education in State of Minnesota, AY 1983-84 (Through March, 1984)

Institution	Type	Enrollment
1	Private	8
2	Private	12
3	Private	17
4	Private	20
5	Private	23
6	Private	37
7	Private	48
8	Private	56
9	Private	60
10	Private	60
11	Private	62
12	Private	71
13	Private	79
14	Private	81
15	UM System	83
16	Private	105
17	Private	150
18	State U	158
19	State U	163
20	UM System	210
21	State U	227
22	State U	300
23	State U	317
24	State U	340
25	UM System	688
TOTAL		3,375

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As Table 1 illustrates, there is considerable variability in terms of enrollment among the institutions of higher education which prepare teachers in Minnesota; the range is from 8 to 734. These reported enrollments are somewhat lower than AY 1983-84 in that they reflect only students admitted through March, 1984. Neither do they include those students preparing to be secondary teachers who at certain institutions are enrolled as academic majors and take education courses to obtain licensure. Institutions which prepare the smaller number of students tend to be private institutions. All fifteen of the institutions preparing fewer than 100 students are private. Public institutions, with one exception, all report at least 100 admissions for AY 1983-84. The smaller enrollments are to some extent explained by differences in institutional mission and geographic location.

Faculty

Where student enrollment in teacher preparation programs is low, the commitment of faculty resources to such endeavors is proportionally limited. For example, seven of the institutions reporting student and faculty data report less than five FTEs devoted to teacher education and in nine other institutions, the allocation of FTEs to teacher education is less than ten.

As student enrollment has diminished in recent years, so has the commitment of faculty resources to teacher education efforts. Only five of the twenty-six institutions reported any net gain over the last five-year period in terms of faculty resources committed to teacher education. In no instance was this more than one FTE. On the other hand, the aggregate loss among the majority of those institutions which did report net losses since 1979 came to almost 40 full-time equivalent faculty.

Student Quality

Data reflecting academic aptitude and achievement by students admitted to teacher preparation programs were accessed from the majority of institutions and represented the private sector, the state university system, and the University of Minnesota campuses. On the basis of these data one can infer the academic competence of these prospective teachers. For example, accumulated grade point averages calculated at the fourteen responding institutions are, with one exception, 2.75 or higher. Seven institutions report student GPA's of 3.0 or above. Education students typically enter programs of teacher education in their sophomore or junior year, and have demonstrated their academic competence in the arts and sciences prior to that time.

Table 2

Indices of Academic Achievement and Aptitude
for Entering Teacher Education Students in
Academic Year 1983-84

Institution	GPA	HSR	ACT(c)*
1	3.21 (16)	N.A.	N.A.
2	2.75 (35)	N.A.	N.A.
3	3.24 (39)	81st (23)	N.A.
4	2.95 (56)	N.A.	N.A.
5	3.05 (56)	86th (55)	24.03 (26)
6	3.10 (60)	80th (60)	21.63 (N.A.)
7	3.00 (64)	84th (70)	20.45 (19)
8	2.93 (79)	78th (55)	21.00 (14)
9	3.02 (81)	76.6th (79)	21.70 (44)
10	2.42 (210)	60.1st (N.A.)	N.A.
11	2.87 (300)	70.0th (396)	20.89 (174)
12	2.98 (317)	68.6th (197)	19.23 (97)
13	2.97 (340)	71.6th (295)	N.A.
14	3.01 (720)	76.5th (686)	22.25 (418)

GPA = mean accumulated college grade point average

HSR = mean percentile high school rank

ACT(c) = American College Test, composite score
*National norms for ACT(c) in 1982-83 when the majority of above students would have taken this test were 18.4 for all enrolled freshmen and 17.8 for all education majors.

High school rank is another indicator of academic achievement. In nine of the eleven institutions reporting average high school rank, education students were found to have been in the top 30 percent of their high school classes, and in four instances, they were in the top 20 percent of their class (see Table 2). It is evident from these data that students in Minnesota who enter teacher education programs demonstrate good academic records in both high school and college work.

Finally, in terms of the limited standardized test scores available, those institutions which reported mean scores on the ACT composite ranged from 19.6 to 24.03 (see Table 2). National norms on the ACT for 1982-83, when many of these students would have taken this test, are 18.4 for all enrolled freshmen and 17.8 for education majors. The average ACT scores of Minnesota students in institutions responding to this item are higher than national norms for all freshmen and significantly higher for scores reported across the country for students identified as education majors.

Ten of the eleven institutions reported that when accumulated GPA's of entering students were compared with those of graduating students in the same program, the graduating students' GPA's were found to be as high or had increased (see Table 3). While such data are open to a variety of interpretations, these figures do suggest that the more academically successful students tend to remain in teacher education until completion.

Table 3

A Comparison of GPA's as Indices of Academic Achievement for Students Entering Contracted with Students Graduating from the Same Programs of Teacher Education in AY 1983-84

Institution	(E)GPA	(G)GPA
1	3.21	3.28
2	2.75	3.20
3	3.05	3.25
4	3.00	3.05
5	3.02	3.24
6	3.00	3.10
7	2.87	3.16
8	2.98	3.15
9	2.97	3.07
10	2.93	2.93
11	3.08	3.00

An examination of PSAT scores available for education majors shows that scores of students at institutions reporting these scores to be highly competitive with scores reported for college-bound juniors nationally in 1983. Those national norms for the PSAT Verbal were 40.9 and for the PSAT Mathematics, 44.7. Table 4 illustrates that in all but one Minnesota institution, scores for education students were higher than national norms and in some instances, considerably higher. While the data collected does

not allow an examination of changes over time or an in-depth analysis of all students in all institutions, the information available presents a favorable comparison of students admitted to teacher education programs in Minnesota with those of other states.

Table 4

A Comparison of Mean PSAT Scores for Students Enrolled in Programs of Teacher Education in AY 1983-84 with State and National Norms for 1983

	1983-84 AY Education Majors Institutional Means		1983 State Means, All College-Bound High School Juniors		1983 National Means, All College-Bound High School Juniors	
	PSAT(v)	PSAT(m)	PSAT(v)	PSAT(m)	PSAT(v)	PSAT(m)
1	47.4***	42.8 (21)	41.2	46.4	40.9	44.7
2	44.30***	51.8 (48)***	41.2	46.4	40.9	44.7
3	44.8***	50.6 (59)***	41.2	46.4	40.9	44.7
4	40.3	48.0 (78)***	41.2	46.4	40.9	44.7
5	40.2	46.5 (122)***	41.2	46.4	40.9	44.7
6	42.4***	40.8 (137)	41.2	46.4	40.9	44.7
7	43.9***	49.3 (210)***	41.2	46.4	40.9	44.7
8	39.2	41.3 (234)	41.2	46.4	40.9	44.7

***Higher than both state and national norms for all college-bound juniors.

The survey also sought comparative data on the aptitude of education majors with liberal arts majors in the same institution. Although only five institutions reported such comparable data, these limited responses did indicate that education students generally do compare favorably with their liberal arts counterparts in such categories as GPA, high school rank, and standardized test scores.

Admissions Criteria

Twenty-two institutions reported they had programs which prepared teachers for kindergarten through grade six, another twenty-one reported they had programs preparing teachers for special education licensure programs, eighteen indicated programs for pre-kindergarten, and sixteen reported programs for secondary licensure (grades 7-12).

As indicated in Table 5, the majority of students are admitted during their sophomore year. In some instances students are admitted in their junior year. Occasionally students enter teacher preparation programs as freshmen or seniors.

Table 5

Levels at Which Students are Admitted to Professional Licensure Programs

	Freshman	Sophomore	Junior	Senior	Graduate
Pre-K	0	13	4	1	0
K-6	1	15	6	0	0
7-12	0	12	3	0	1
SpEd	0	17	3	1	0
TOTAL	1	57	16	2	1

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Survey responses suggest that prospective teachers in Minnesota have many opportunities to combine theory and practice in school settings during their pre-licensure programs.

Institutions reported use of multiple data in determining the admissibility of candidates to specific programs. Data most commonly employed included grade point average, assessments of pre-clinical teaching and relevant youth experience, letters of reference, interviews, and assessments of speech and writing proficiency. Twelve institutions indicated that they took into account prior teaching or youth experience, another eleven relied on interviews as a possible screen, and six institutions indicated they reviewed letters of reference. Thirteen of the institutions reported that they examined speech proficiency in some manner, whether through an oral test, in a prescribed course or courses, or through some form of standardized test. Twelve institutions indicated they assessed prospective students' competence in writing, either through a prior course or courses, a form of examination which looked at writing ability, or the evaluation of written materials submitted by the student.

Minimum grade point averages were identified in all programs. In ten of the twenty-two programs, a minimum grade point average of 2.0 was required. In another ten programs, grade point averages of 2.25 or more were required, and in two programs, grade point averages of 2.5 through 2.75 were required. Grade point averages in the students' major field were also examined. Required grade point average in the students' major field were found to be higher than those required for the overal cumulative GPA.

Recognizing that most applicants exceed minimum admission requirements, the majority of students who seek admission to programs in teacher education are admitted. Relatively high GPA's and limited denial of admission are due in large part to the relatively select population from which teacher education candidates are ultimately drawn.

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In summary, examination of the quality of students admitted to teacher education programs in Minnesota and the process by which they are admitted indicates that multiple admission standards have been established, observed, and are frequently exceeded. Although standardized test scores are not commonly used to determine admission to teacher education programs, available data suggest that the academic performance of admitted teacher education students is comparable to the performance of students admitted to liberal arts programs in their own institutions. One-half of the programs require some demonstration of speech and English proficiency, and all programs appear to look at other available indices such as a predisposition for working well with others.

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Student Recruitment

Only seven of the twenty-three institutions responding to the survey indicated that they had formal procedures for recruiting students to their programs. These procedures included regular, advertised informational meetings and the active identification of potential candidates by faculty and administration. Two of the twenty-three institutions reported that they had scholarship monies available for high ability students, and three indicated that they were able to offer scholarship money to minority students. One institution reported that some scholarship money was available for teacher candidates seeking a career change. Limited resources and formally structured activities designed to recruit students into teacher education programs presently exist.

Retention Practices

On the basis of responses to this survey, it would appear that once students are admitted to a program, their progress is monitored on a relatively continuing basis. Specific checkpoints were identified by most institutions responding as periods of more careful review of student progress. These included the completion of early pre-clinical experiences in the school; following the completion of a specific block of foundational work, completion of the first year in a licensure program, the period of time immediately prior to student teaching, and completion of student teaching.

All of the institutions in the survey reported that they reviewed students pre-student teaching clinical experiences and incorporated the assessments of cooperating personnel in the schools in reviewing the progress of their students. Other sources of information employed in the ongoing assessment of students relative to their retention in these programs included the evaluation by instructors in courses which required

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the demonstration of specific methods, the use of peer or micro-teaching activities, and assessments by major academic advisers.

Balance of General Knowledge, Special Knowledge and Pedagogy

Some variation exists from institution to institution in terms of the number of credits allocated to (1) general education, (2) professional education, and (3) the specific academic major. For many years, controversy has existed relative to the amount of study which should be devoted to these various areas in the preparation of a teacher. Responses from MACTE institutions indicated that an appropriate balance among these three curriculum components exists.

Respondents were asked to rate how adequate they believed prospective teachers' preparation was in their major area of specialization. The responses were uniformly positive, indicating belief that preparation relative to knowledge of subject matter was either good or excellent in twenty of the twenty-five institutions. To a similar question regarding the prospective teachers' preparation in terms of teaching and classroom management skills, ratings were also very positive, but with a greater response in the average or poor category. At the pre-kindergarten level, seven of the fifteen respondents rated this type of preparation as excellent, and eight of the fifteen responding assessed it as good. Twelve of the twenty responding evaluated their kindergarten through elementary preparation as excellent, seven rated it as good, and one as average. In terms of secondary preparation, eight of the institutions indicated that they though secondary preparation for teaching ability would be rated as excellent, and another ten rated it as good. None of the reporting institutions, basing their responses on individual evaluation procedures, rated their preparation for teaching and classroom management as either poor or very poor.

The survey also asked institutional representatives to rate the quality of specific aspects of their programs, including computer literacy, students with exceptional needs, multicultural understandings, basic skills in speaking and writing, knowledge of learners and their growth and development, social dynamics of schools and classrooms, and legal and political aspects of education.

On the whole, preparation for teaching relative to these categories was rated positively. Two areas, computer literacy and legal and political aspects, were seen in several institutions as needing improvement. Also, room for improvement in speaking and writing was noted in several instances.

Respondents were asked to share modifications or additions to programs which occurred during the past five years. Responses clearly show that despite recent retrenchment in dollars and faculty, few programs were dropped. Rather, there appears to be a general concern and continuing efforts to improve programs. For example, only five of twenty-three responding institutions stated that they had dropped programs during the past five years including programs in: vocational education, driver education, home economics, economics, business, early childhood, special education, Latin, German, and theater arts.

On the other hand, fifteen of twenty-one respondents reported the addition of programs in teacher preparation. The following programs were reported as having been added during the past five years: early childhood, special education, gifted education, physical education, health education, English as a second language licensure, middle school licensure, kindergarten licensure, coaching, sports and exercise education for non-teaching majors, life sciences, math, physics, secondary social studies, secondary language arts, secondary physical sciences, secondary chemistry, secondary Spanish, secondary French, speech pathology, K-12

arts, and K-12 music. It should be noted that in certain instances such as middle school or ESL, these programs were developed in response to new licensure requirements.

In addition, twenty-one of the twenty-three responding institutions reported that they had added courses in special education and eighteen reported developing courses concerned with computer skills and literacy. Seven institutions reported adding additional coursework in multicultural understandings. Five institutions reported further study in teaching reading and literature. Other new courses which were reported included: media and technology, clinical experience prior to student teaching, legal and political aspects of education, environmental concerns, learning styles, health and first aid, child abuse, gifted education, classroom management, early childhood, human growth and development, and parent/child/teacher relationships. In addition, reporting institutions indicated a further desire to improve programs in reading in the content area, classroom mangement, critical thinking, and further enhancement of basic skills in speaking and writing.

Pre-Student Teaching

The number of hours students spend in schools and school-related settings varies among and within reporting institutions. For example, as illustrated in Table 6, the number of hours of clinical experience prior to student teaching ranged from 75 hours to 180 for the K-elementary programs and from 35 to 148 hours for the secondary programs reporting these data.

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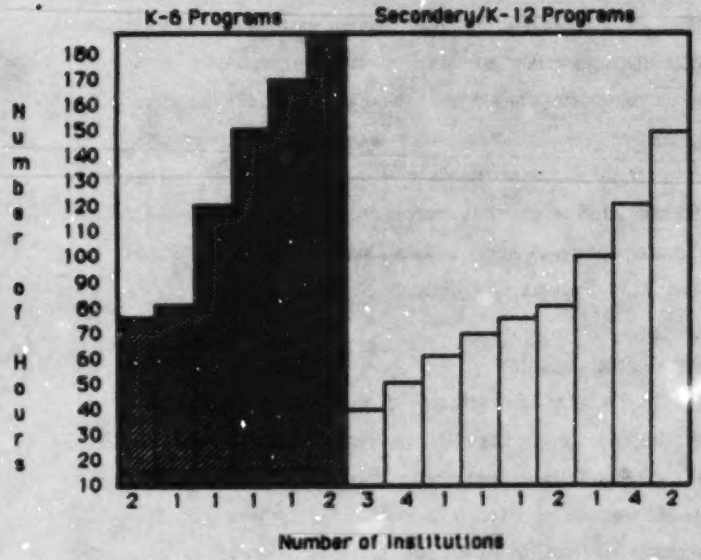
Table 6

Reported Amount of Time Spent in School and School Related Settings Prior to Student Teaching



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Part of this variability might be linked to funding available for or allocated to the support of pre-student teaching clinical experiences. Only nine of the twenty-three institutions responding to the survey reported that they were able to reimburse cooperating teachers for pre-student teaching experiences. While seventeen institutions reported having some monies to support travel for faculty to supervise pre-student teaching experiences, only four institutions reported having budget support for student travel, and none reported having budget support for school personnel in these critical activities.

Student Teaching

Requirements for admission to student teaching were similar to those required for retention in teacher preparation programs. All institutions reported requiring specific overall academic GPA's as well as acceptable records in the professional education courses and major field. In addition, twenty-one institutions required recommendations by students' advisors and some evidence of social-emotional maturity. Fourteen institutions required demonstration of English proficiency. Other requirements monitored prior to student teaching in various institutions included physical fitness, speaking skills, computer literacy, and demonstrated competence in pre-student teaching experiences.

All institutions reported that they reimburse classroom teachers for working with their student teachers during student teaching. Dollar support per student teacher was modest, ranging from $25.00 to $96.00. Fifty dollars was a common amount. Certain institutions provided an honorarium based upon the time and number of credits assigned to the experience, i.e., $5.00 to $6.00 per credit hour. Thirteen of the responding institutions rated the amount of their reimbursement as inadequate. Five more rated their reimbursement as very inadequate. Only four of the twenty-five responding to this item considered their reimbursement to be adequate.

It should be noted that sixteen of the institutions responding to the survey stated that benefits other than dollar reimbursement to cooperating teachers were provided. For example, three institutions reported that cooperating teachers are provided use of institutional facilities for recreation and study. Three others reported that passes to athletic events, concerts and other functions are provided. Several others stated that cooperating teachers and schools are frequently provided free consultant service and staff development from the college. Five institutions reported that recognition of cooperating teachers is provided at a dinner or by identification in the college catalogue. However, only one of the twenty-five responding institutions stated that cooperating teachers are provided with some form of adjunct faculty status. None of the twenty-five institutions reported the provision of any form of monetary compensation for cooperating principals.

Criteria for the selection of cooperating teachers appeared to vary considerably among reporting institutions. Almost all (21) required a minimum number of years of experience. These minimums included two years (11 institutions), three years (seven institutions), up to five years (two institutions). While ten institutions provided some form of training to supervising teachers, only five stated that they required the completion of a course or courses in supervision. Typically, orientation is provided through written guidelines and visits by college supervisors. Graduate level courses in supervision are generally available.

Only one institution reported requiring letters of recommendation and only one institution reported requiring a master's degree. Perhaps the most common criteria employed in selecting/recruiting cooperating teachers are personal knowledge combined with recommendations by principals, other college faculty, or other teachers.

A question was raised about support for a state-endorsed credential for supervising or cooperating teachers. In this situation, as in certain other

states, teachers would have to have had certain experiences and demonstrated certain competencies, usually as the result of a formal training program before they could supervise student teachers. There was some support for this concept. Eleven of the institutions favored such a requirement, nine reported no strong opinion, and five expressed some reservations.

The number of visits to student teachers by college supervisors varied considerably among institutions. One institution reported only two visits per term while another institution reported as many as twelve visits. Thirteen institutions stated that their supervisors typically made five visits to cooperating teachers, and seven institutions reported six visits.

Only three of twenty-four institutions reported having formal college-school joint appointments where cooperating teachers are released to play an expanded role in the preparation of beginning teachers. These institutions had student enrollments between 300 and 688. Fifteen of twenty-five institutions reported utilizing some type of student teacher centers where several students were assigned simultaneously for clinical practice.

Seven of twenty-five institutions reported using some form of laboratory or demonstration school which allow students and faculty to experiment in ways which would be difficult in regular school settings. It should be noted that all seven reported the settings as being at the pre-kindergarten level.

Data regarding beliefs about student teaching programs were collected from an expanded population of college faculty and school personnel directly involved in student teaching in the twenty-six teacher preparation institutions in Minnesota. Forty eight individuals responded to six opinion items. When asked to indicate the extent to which they believed the school and classrooms cooperating in student teaching represented a desired range of socio-economic, philosophical, and organizational differences, about half

(25 of 48) indicated satisfaction with the level of variability, while twelve rated it as adequate. Geographic location was identified as a significant influence on the range of options available to students.

The extent to which there is congruence between the major objectives of teacher preparation programs for student teachers and the expectations of cooperating schools and teachers is a frequently stated concern nationally. This concern does not appear to be reflected by education professionals in Minnesota. Goals were perceived as largely congruent by twenty-six of forty-eight individuals and adequate by fourteen others. In only three instances was this issue identified as problematic. In fact, the general quality of student teaching placements was viewed positively by respondents, with all but three rating this item as good or very good.

Asked about the quality of placements available to student teachers, the vast majority of respondents (40) stated that they perceived no decrease in that quality. Eight stated that they believed the quality of placements had diminished and attributed this to such factors as less opportunity for involvement by college supervisors, the closing of schools which has been considered outstanding settings, and the rapid turnover of teachers in certain academic and/or geographic areas.

The general quality of student teacher supervision provided by the teacher preparation institutions was rated as very good or good by all but four respondents. Similarly, supervision by cooperating or supervising teachers was rated as very good or good by all but ten.

Perceptions of Program Quality

All but one of the institutions responding to the survey stated that they gather data in a systematic way for the purpose of evaluating the effectiveness of their programs and graduates. The most common form of ongoing assessment is the questionnaires completed by students following completion of individual courses. However, eleven institutions also solicit student feedback following student teaching, prior to graduation. Eight institutions reported that questionnaires are sent to graduates and their employers. In some instances, longitudinal studies are conducted. For example, two institutions reported surveying graduates after the fifth year, two others after the first and fifth years, and one after the first, fifth, tenth, twentieth and thirtieth years. While evaluations of specific programs are not included in this general self-study, several positive reports were shared. Evaluations of programs and graduates are commonly included in NCATE accreditation reports and materials forwarded to the Minnesota Board of Teaching for use in periodic review of programs. These data are typically reviewed and employed by faculty-administrative committees to make program changes.

On the basis of data collected, institutional representatives were asked to rate the overall effectiveness of their programs. Nine rated them as generally excellent, nineteen considered them good, and one found them to be average. No institution rated its programs poor or very poor. The effectiveness of graduates was rated as excellent by fourteen of twenty-three institutions, as good by eight and as average by only one. No institution rated the effectiveness of its graduates poor or very poor.

In addition to individual program assessment, respondents were also asked the extent to which they endorsed the idea of a standardized test for pre-service teachers upon completion of their programs. Eleven of the twenty-six institutions responding generally opposed the idea.

Five strongly opposed such an idea, while five held no strong opinion. Four of twenty-six responded that they endorsed the idea and one strongly endorsed it.

Respondents were asked to describe activities in which they had engaged within the past five years which were designed to improve the quality of their programs. Twenty institutions cited an increase in faculty development programs. Eighteen reported efforts to enhance teacher education curriculum components. A like number reported instituting more rigorous ongoing evaluation of students. Emphasis on field based activities was noted, and sixteen reported extending pre-student teaching. Ten institutions reported expanding professional education coursework. Ten reported raising admission requirements. Eight indicated that their program had improved by greater relationships with schools, exemplified by on-site discussion with school personnel, the development of formal communications links, and the strengthening of the practitioner representatives on teacher advisory committees.

Major obstacles to maintaining and furthering program quality were also listed. Commonly identified problems included limited funding, faculty retrenchment, inability to purchase necessary equipment and the difficulty in recruiting high ability students. Other concerns noted were the need for improved faculty-student ratios, the ability to provide enough staff time for supervision of clinical experiences, and the necessity for developing good working relationships with cooperating schools.

Respondents to the survey were polled regarding their endorsement of several schemes commonly proposed for improving teacher education. Eighteen of the twenty-five responding to the survey expressed support for extending initial teacher preparation programs beyond the baccalaureate level. The most common reasons given in support of this extension were the difficulties experienced in meeting the increasingly broad range of expectations for beginning teachers and the need for a

better transition from the role of student to that of teacher. Interest was expressed for a closer partnership between schools and colleges in the area of continuing education. Twenty-two of twenty-four respondents either endorsed or strongly endorsed the idea of state funds for piloting more formalized induction schemes for the first year teacher, schemes for cooperation of teacher educators, the teaching profession, and the local school district.

In addition to the twenty-five institutional representatives who responded, an additional forty-eight faculty members responded to items in a shortened follow-up survey concerned with the best use of possible state monies to support teacher preparation. When asked to what extent they endorsed the idea of state-supported scholarships and/or low interest loans for meritorious students entering teacher education with emphasis given to areas where teachers are most needed, all respondents either strongly endorsed or endorsed the idea.

The idea of state funds for pilot research and development projects aimed at improving initial teacher education received strong endorsement. The following were identified as specific types of research and development for which support is needed:

1. Research and development of specific programmatic variations designed to study the most efficacious way to prepare teachers.
2. Research and development in the effective utilization of new technology in education.
3. Research and development in improved ways to achieve greater multicultural understanding.
4. Development of ways to achieve more authentic cooperation between colleges and schools, particularly in the clinical component of teacher preparation.
5. Longitudinal studies of attributes and characteristics which contribute to teaching effectiveness.

6. Study the type and quality of early school experiences for beginning teachers with particular attention to improved integration of theory/practice.

Some respondents indicated that monies needed for research and development should be accessible by other than single institutions. Support was expressed for participation of small colleges in research consortiums with larger colleges and universities.

Respondents were asked to what extent they endorsed the idea of state funds for pilot projects which would engage high ability secondary students in those education experiences which simulate a teaching role (such as cross-age tutoring) designed to attract more talented youth into teaching. Twenty-four individuals strongly endorsed this idea, eighteen endorsed the idea, sixteen expressed no strong opinion, and two opposed the concept.

Forty-six individuals endorsed or strongly endorsed the idea of state supported schemes which would more fully involve selected teachers in pilot or model initial teacher preparation efforts and conversely involve selected institutions of higher education faculty more fully in schools and school improvement efforts. The idea of state support for laboratory and demonstration schools which would allow colleges and schools to work closely together in initial teacher preparation was also widely endorsed.

Respondents were asked, in an open-ended item, to identify the two or three priorities which need to be addressed in order to improve the quality of teacher preparation. These responses can be clustered around four general needs:

1. More attention to and support for attracting talented individuals into teacher education and eventually into teaching.
2. Rigorous standards must be adhered to throughout all phases of teacher education. The emphasis should be not on a single test of

teachers, but rather on more critical selection, retention, joint evaluation (pre-student and student teaching) and assessment during an induction period.

3. Improved cooperation between colleges and schools and more substantive contributions to initial teacher preparation by practicing professionals.
4. Stronger support for sound research and development in teacher preparation.

Summary

The data acquired in this survey suggest that Minnesota teacher education students have collectively demonstrated good records of academic achievement in high school and college prior to being admitted to a program of teacher education. When standardized measures are available, these students compare favorably with their counterparts in the arts and sciences in their own institutions and tend to exceed national norms for all students. Comparison with potential education majors, as inferred from the PSAT data, is particularly favorable.

Based on available data, teacher education programs across the state tend to vary both in terms of length and configuration, again reflecting institutional differences in mission, size, and philosophy. Regardless of these differences, the general perception is that Minnesota teacher education programs present an appropriate balance in providing beginning teachers with both a solid foundation of knowledge of the subject matter in which they will teach and the repertoire of pedagogical and management skills needed to work within the complex dynamics of the classroom.

Respondents were specifically asked to identify major problem areas relative to the curriculum across the programs in their various institutions. While there does not appear to be any one pervasive concern, the most commonly noted areas of need were those of technology,

especially computer skill and literacy, and the larger domain of the legal and political aspects of education. Despite retrenchments in personnel and resources, many examples of program renewal and staff development were shared with the Commission. An extensive list of new and revised courses and programs was also developed.

A high level of commitment and energy exists relative to teacher education in Minnesota. The fact that MACTE is one of the only teacher education professional organizations in the country to engage in an ongoing self-study of teacher education is evidence of that attitude and commitment.

One common feature throughout all Minnesota teacher education programs is the earlier and more diverse school-based activities which are afforded students. A corollary concern in this regard, however, is the limited amount of money available to support faculty and school personnel who work with these students. These early experiences are not simply in the form of an apprenticeship or helper role to the classroom teacher, but rather encompass a wide variety of activities calling for systematic study, observation, and analysis. Thus, they are quite demanding in terms of the time and effort of school personnel. Certainly, this trend toward earlier and more continuing clinical experiences needs to be studied more fully and support generated so that the quality as well as the quantity of such experiences is enhanced.

Perceptions of those concerned with the administration and conduct of actual student teaching experiences tend to be quite positive regarding these endeavors. Faculty of institutions of higher education tend, on the average, to visit students on at least five occasions, and, in many instances, more. They perceive the congruence between their objectives relative to the preparation of teachers and the curriculum and teaching which occur in the various classrooms in which their students are placed

as quite good. Likewise, they acknowledge that in most instances they are able to find settings which afford the variety of experiences they desire for their prospective teachers.

Notwithstanding what appears to be a generally high commitment to the clinical portion of teacher education, institutional respondents report that they perceive the reimbursement which they can provide their colleagues in the schools as inadequate. These perceptions are borne out by the limited amount of monies which are reported as being paid to persons in the schools. Also, while the perception seems to be that existing experiences reflect generally a desired level of quality, there appears to be a desire for more extended kinds of opportunities for the beginning teacher. There is fairly widespread support for some kind of formalized transition or induction scheme as occurs in those states where local school districts and colleges work closely together in order both to relieve beginning teachers periodically for continuing education activities and to monitor their activity and provide support on a more continuing basis. Few institutions at present report that they have formalized joint appointments for persons from the K-12 schools who would be released from at least some of their teaching responsibilities in order to work more directly with beginning education students. Considerable sentiment for the development of closer working relationships with schools, especially in terms of an extended clinical arrangement or induction period, has been expressed.

The overall perceptions of the teacher education programs in Minnesota are largely positive. Based on assessments conducted of their programs and students, respondents tend to rate both their individual programs and the graduates of these programs high. While assessment data from all twenty-six institutions are acquired on a repeated basis by NCATE, the national teacher education accrediting agency, and also by the

Minnesota Board of Teaching in its periodic reviews of teacher education programs, many institutions collect additional evaluation data on an ongoing basis.

This is not to say that respondents to the survey did not raise a variety of concerns relative to their teacher education programs. Among the major concerns which were shared on a repeated basis were the well-documented loss of resources and faculty, the difficulties in recruiting students, and the obstacles entailed in developing and maintaining close working relationships with colleagues in K-12 schools with the limited resources available. Strong financial support was requested for more and better research and development relative to teacher education. A common perception is that an excessive number of recommendations, often conflicting in nature, have been made by external parties with but a limited data base on which to base these recommendations. When respondents were queried relative to priorities for the future in terms of maintaining and enhancing the health of initial teacher education in the state, a broad-based approach was the most typical response. Faculty and administration in this initial survey support efforts to improve quality at all major points within those primary activities comprising teacher education. Attention needs to be given to recruitment, selection, curricular modifications, enhanced instruction, faculty development, and more rigorous continuing evaluation. The sentiment was strong for this multi-dimensional approach rather than such single alterations as competency testing, or altered admission requirements. The common view was that attention must be given rather to all facets of teacher education. A readiness exists on the part of teacher educators to forge closer working relationships with others in order to accomplish these aims.

APPENDIX B

APPENDIX B

Minnesota Association of Colleges for Teacher Education

Commission for Excellence in Teacher Education

Survey of Administrator and Teacher Attitudes Towards Preservice (initial) Teacher Education

January, 1985

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Administrator and Teacher Questionnaire Analysis

1. Your position: 96 (41%) elementary 101 (43.5%) secondary 17 (7.3%) middle
   3 (1.3%) elem.-sec. 7 (3%) sec.-middle 8 (3.4%) el.-sec.-middl

   Two kinds of data are presented in response to question 1. In each instance, the first number represents the absolute number responding. The number in parentheses represents the percent of respondents for that category. For example, 6 respondents are elementary personnel. Ninety-six represents 41% of all respondents. (N=232)

2. Years of experience in education: 5 (2.2%) 1 1 (.4%) 2 3 (1.3%) 3 4 (1.7%) 4
   33 (14.2%) 5-9 51 (22%) 10-14 135 (58.2%) 15-over

   Two kinds of data are presented in response to question 2. In each instance, the first number represents the absolute number responding. The number in parentheses represents the percent of respondents for that category. The majority of respondents could be characterized as senior. Sixty percent have more than 15 years of experience. Less than six percent of respondents have fewer than five years. Years of experience among the majority of respondents would seem to assure valid judgments. (N=232)

3. As a principal or teacher, have you actually supervised student teachers?
   155 (67%) yes 77 (33%) no (N=232)

   If yes, approximately how many students have you supervised?
   17 (10.8%) 1 23(14.6%) 2 14 (8.9%) 3 17 (10.8%) 4 35 (22.4%) 5-10
   51 (32.4%) over 10

   Two kinds of data are presented in response to question 3. In each instance, the first number represents the absolute number responding. The number in parentheses represents the percent of respondents for that category. Out of range on the printout indicates those persons responding no to the question. (N=157)

4. (1) How often typically would you observe a student teacher assigned to your school?
   (2) How recently have you supervised student teachers?

   ___1 ___2 ___3 ___4 ___5 or more

   Responses to two separate questions were inadvertently grouped. Thus, analysis of data were invalid.

5. Rate from your perspective (based upon the performance of student teachers and beginning teachers) the general quality of preservice teacher education:

1	2	3	4	5
Very Poor	Poor	Average	Good	Excellent
4 (2%)	17 (8.7%)	73 (37.2%)	94 (48%)	8 (4.1%)

   Two kinds of data appearing under each category response represent absolute number and, in parentheses, percentage of respondents respectfully. Intersecting the one through five scale are lines representing administrators (A) and teachers (T). The (T) represents the mean for teachers (T) ($\bar{X}$3.43). The

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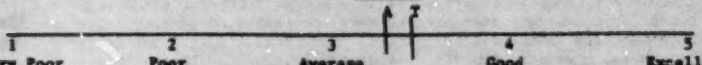
(A) represents the mean for administrators (A) ($\bar{X}$3.54). *Given the number of persons responding no to question three (77) and the number of persons responding to question five, it is evident that some respondents to question five have not actually supervised student teachers (72-36 out of range=41 persons with no actual supervisory experience). (N=196)

6. Rate the quality of your own preservice teacher education:



Very Poor	Poor	Average	Good	Excellent
4 (1.7%)	20 (8.7%)	87 (37.7%)	97 (42%)	23 (10%)

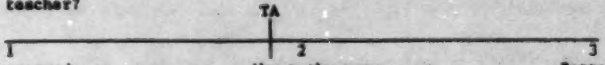
Two kinds of data appearing under each category response represent absolute number and, in parentheses, percentage of respondents respectfully. Intersecting the one through five scale are lines representing administrators (A) and teachers (T). T represents the mean for teachers (T) ($\bar{X}$3.50). A represents the mean for administrators (A) ($\bar{X}$3.36). (N=231)

7. Rate from your perspective the general quality of those choosing teaching as a career today:

Very Poor	Poor	Average	Good	Excellent
2 (.9%)	13 (6%)	99 (45.6%)	93 (42.9%)	10 (4.6%)

Two kinds of data appearing under each category response represent absolute number and, in parentheses, percentage of respondents respectfully. Intersecting the one through five scale are lines representing administrators (A) and teachers (T). T represents the mean for teachers ($\bar{X}$3.44). A represents the mean for administrators ($\bar{X}$3.57). (N=217)

8. Form A: How, from your perspective, does the quality of those pursuing teaching today compare with prospective teachers when you were prepared as a teacher?



Not as good	About the same	Better
23 (20.5%)	73 (65.2%)	16 (14.3%)

Two kinds of data appearing under each category response represent absolute number and, in parentheses, percentage of respondents respectfully. Intersecting the one through three scale are lines representing administrators (A) and teachers (T). T = teachers ($\bar{X}$1.93). A = administrators ($\bar{X}$1.92). (N=112)

Form B: Would you encourage a talented young person to go into teaching today?

Combined		Teachers	
64 (60.4%) yes	42 (30.6%) no	40 (50.6%) yes	39 (49.4%) no

Administrators	
24 (88.9%) yes	3 (11.1%) no

The two kinds of data (absolute and percent) appearing in each category represent the combined response from both teachers and administrators. Data also are presented according to responses by teachers and administrators. There is a significant divergence of opinion between teachers and administrators

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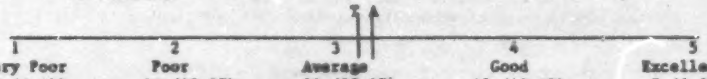
regarding whether one would encourage a talented young person to go into teaching today. While nearly 90 percent of administrators would recommend teaching as a career, only 50 percent of teachers shared this persuasion. (Administrators N=27) (Teachers N=79)

9. Form A: How would you rate the degree of cooperation between those in schools and colleges of education and those in K-12 schools in the preparation of teachers?

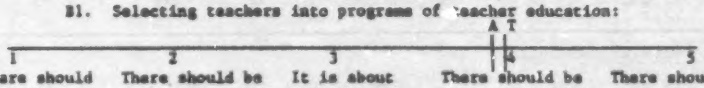


1	2	3	4	5
Very Poor	Poor	Average	Good	Excellent
7 (6.3%)	21 (18.9%)	31 (27.9%)	45 (40.5%)	7 (6.3%)

The data represent absolute number and percentage of respondents. Intersecting lines represent administrator (A $\bar{X}$3.26) and teacher (T $\bar{X}$3.21) means. (N=111)

Form B: What do you think about the present degree of involvement by experienced teachers and principals in programs of teacher preparation in terms of the activities below:

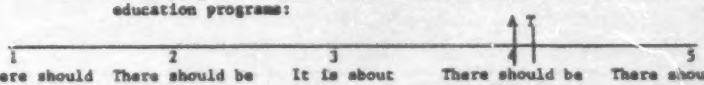
B1. Selecting teachers into programs of teacher education:



1	2	3	4	5
There should be little, if any	There should be less than at present	It is about right at present	There should be more than at present	There should be much more than at present
		13 (13.3%)	68 (69.4%)	17 (17.3%)

The data represent absolute number and percentage of respondents. Intersecting lines represent administrator (A $\bar{X}$3.96) and teacher (T $\bar{X}$4.06) means. (N=98)

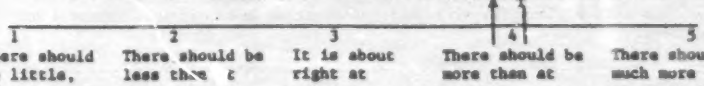
B2. Developing curriculum materials and activities for teacher education programs:



1	2	3	4	5
There should be little, if any	There should be less than at present	It is about right at present	There should be more than at present	There should be much more than at present
		6 (5.8%)	69 (67%)	28 (27.2%)

The data represent absolute number and percentage of respondents. Intersecting lines represent administrator (A $\bar{X}$4.03) and teacher (T $\bar{X}$4.27) means. (N=103)

B3. Jointly teaching in teacher education programs:



1	2	3	4	5
There should be little, if any	There should be less than at present	It is about right at present	There should be more than at present	There should be much more than at present
		12 (12.8%)	66 (70.2%)	16 (17%)

The data represent absolute number and percentage of respondents. Intersecting lines represent administrator (A $\bar{X}$3.88) and teacher (T $\bar{X}$4.10) means. (N=94)

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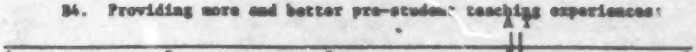
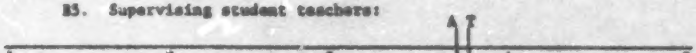
B4. Providing more and better pre-student teaching experiences:



1	2	3	4	5
There should be little, if any	There should be less than at present	It is about right at present	There should be more than at present	There should be much more than at present
___	___	13 (12.6%)	63 (61.2%)	27 (26.2%)

The data represent absolute number and percentage of respondents. Intersecting lines represent administrator (A $\bar{X}$4.04) and teacher (T $\bar{X}$4.16) means. (N=103)

B5. Supervising student teachers:

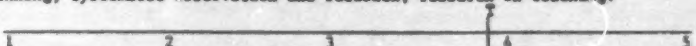


1	2	3	4	5
There should be little, if any	There should be less than at present	It is about right at present	There should be more than at present	There should be much more than at present
___	___	39 (40.2%)	43 (44.3%)	15 (15.5%)

The data represent absolute number and percentage of respondents. Intersecting lines represent administrator (A $\bar{X}$3.72) and teacher (T $\bar{X}$3.76) means. (N=97)

10. Form A (Teachers)

As a supervising teacher, to what extent do you believe that you would benefit from training focused on the supervision of student teachers, e.g., cooperative planning, systematic observation and feedback, research on teaching:



1	2	3	4	5
Not at all	Minimally	Somewhat	Much	Very Much
___	6 (7.7%)	19 (24.4%)	38 (48.7%)	15 (19.2%)

Administrators were not asked this question; therefore, a mean ($\bar{X}$3.77) only exists for teachers. (N=78)

Form B (Teachers)

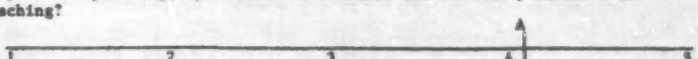
If you have supervised student teachers, has the institution(s) with whom you have worked provided you with training in the supervision of student teachers?

12 (23.5%)yes 39 (76.5%)no

Administrators were not asked this question; therefore, a mean ($\bar{X}$3.76) only exists for teachers. (N=51)

Form B (Administrators) B10A

To what extent do you believe that supervising teachers would benefit from training focused on the supervision of student teachers, e.g., cooperative planning, systematic observation and feedback, research on teaching?



1	2	3	4	5
Not at all	Minimally	Somewhat	Much	Very Much
___	___	4 (14.8%)	17 (63%)	6 (22.2%)

Teachers were not asked this question. Therefore, a mean ($\bar{X}$4.07) only exists for administrators. (N=27)

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11. Form B (Administrators) B11A

Do you believe that there should be some financial remuneration for principals who work with student teachers? 11 (42.3%)yes 15 (57.7%)no

Data represent absolute responses and percentages. (N=26)

Form B (Teachers) B11T

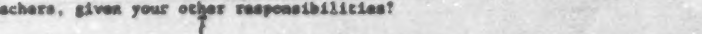
How would you rate the level of reciprocity and reimbursement received for working with a student teacher?

Very Inadequate	Inadequate	Adequate	More than Adequate	Extremely Good
15 (26.8%)	26 (46.4%)	14 (25%)	1 (1.8%)	

Data represent absolute responses and percentages. Intersecting line represents teacher ($\bar{X}$2.01) mean. It would be interesting to know whether teachers would prefer reciprocity or reimbursement given the choice. (N=56)

12. Form B (Teachers) B12T

How would you rate the amount of time you are able to provide to beginning teachers, given your other responsibilities?



Very Inadequate	Inadequate	Adequate	More than Adequate	Extremely Good
10 (4.9%)	34 (50.7%)	17 (25.4%)	6 (9%)	

Data represent absolute responses and percentages. Intersecting line represents teacher ($\bar{X}$2.28) mean. (N=67)

Form A Administrator and Teacher Questionnaire Analysis

A10A 11T

To what extent would you endorse a state-approved credential for a supervising or cooperating teacher?

Strongly Oppose	Oppose	No Strong Opinion	Endorse	Strongly Endorse
6 (5%)	16 (13.3%)	41 (34.2%)	39 (32.5%)	18 (15%)

Data represent absolute responses and percentages. Intersecting lines represent administrator (A $\bar{X}$3.23) and teacher (T $\bar{X}$3.59) means. (N=120)

A11A 12T

How would you rate the congruence generally between your school district's and your instructional goals and those expected by the college for the student teacher?

Very Incongruent	Somewhat Incongruent	Sufficiently Congruent	Largely the Same	Very Congruent
2 (1.9%)	19 (18.1%)	32 (30.5%)	49 (46.7%)	3 (2.9%)

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Data represent absolute responses and percentages. Intersecting lines represent administrator (A $\bar{X}$3.30) and teacher (T $\bar{X}$3.26) means. (N=105)

A12A 13T

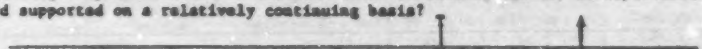
To what extent do you believe generally that there is enough latitude and opportunity provided for prospective teachers to experiment with different teaching approaches in schools and classrooms during student teaching?

1	2	3	4	5
Very Poor	Poor	Average	Good	Excellent
	30 (25.4%)	46 (39%)	38 (32.2%)	4 (3.4%)

Data represent absolute responses and percentages. Intersecting lines represent administrator (A $\bar{X}$2.92) and teacher (T $\bar{X}$3.22) means. (N=118)

A15A 14T

What is your opinion on some form of internship for first year teachers where they would (a) be assigned to a mentor (an experienced teacher meeting some specified criteria); (b) be regularly released from some teaching responsibilities to continue their education; and (c) be supervised and supported on a relatively continuing basis?



1	2	3	4	5
Strongly Oppose	Oppose	No Strong Opinion	Endorse	Strongly Endorse
1 (.9%)	10 (8.8%)	10 (8.8%)	62 (54.4%)	31 (27.2%)

Data represent absolute responses and percentages. Intersecting lines represent administrator (A $\bar{X}$4.52) and teacher (T $\bar{X}$3.69) means. *The difference between means is significant at the .05 level. (N=114)

Form B Administrator and Teacher Questionnaire Analysis

B12A 13T

Do you believe that teachers who supervise student teachers should have some released time for this responsibility? 70 (70%)yes 30 (30%)no

Data represents absolute responses and percentages. (N=100)

B13A 14T

How would you rate the quality of supervision given to beginning teachers?
(1) By your district:

1	2	3	4	5
Very Poor	Poor	Average	Good	Excellent
4 (4.19%)	13 (13.4%)	43 (44.3%)	34 (35.1%)	3 (3.1%)

Data represents absolute responses and percentages. Intersecting lines represent administrator (A $\bar{X}$3.66) and teacher (T $\bar{X}$3.01) means. (N=97). *Difference between means significant at .05 level.

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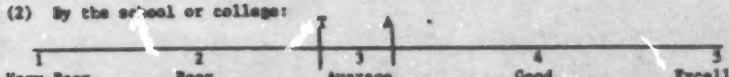
(2) By the school or college:

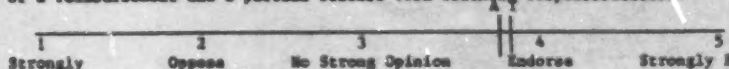


Very Poor	Poor	Average	Good	Excellent
7 (7.4%)	24 (25.3%)	41 (43.2%)	19 (20%)	4 (4.2%)

Data represents absolute responses and percentages. Intersecting lines represent administrator (A $\bar{X}$ 3.26) and teacher (T $\bar{X}$ 2.73) means. (N=95).
*Difference between means significant at .05 level.

B14A 15T

What is your opinion on the development of a program for training and/or selecting master teachers or mentors who would work with first year teachers or a reimbursement and a partial release from teaching responsibilities?



Strongly Oppose	Oppose	No Strong Opinion	Endorse	Strongly Endorse
1 (.9%)	6 (5.5%)	24 (22%)	56 (51.4%)	22 (10.2%)

Data represents absolute responses and percentages. Intersecting lines represent administrator (A $\bar{X}$ 3.81) and teacher (T $\bar{X}$ 3.85) means. (N=109)

Open Ended Responses
from
Administrators
and
Teachers

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Total Respondents = (AH=59) 112 (53%) (TH=173) 492 (35%)

Administrators

What would you suggest as the two or three best ways to improve initial teacher education?

- Utilize supervisors who are in the field currently for teacher preparation. (14)
- Utilize retired professionals deemed successful in the profession. (3)
- Internship (13)
- Require a course on methods where students are taught in a practical setting how learning takes place. (10)
- Attract good candidates (give incentives). (10)
- Competency testing to be admitted to College of Education (9)
- Screen students carefully before their third year of preparation. (4)
- Have an extended early experience and receive help then. (4)
- First year is critical. (3)
- Opportunity to visit classes in session (6)
- Broad support for educational programs from leaders of business and industry (1)
- Emphasis on Madeline Hunter Approach (5)
- Exposure to concept of assertive discipline (3)
- Support active participation by learners. (2)
- Have all teaching-teacher staff return to teaching every five years. (2)
- Understanding of dealing with the public (1)
- Outline goals expected of the student. (2)

What is your opinion on some form of internship for first year teachers where they would (a) be assigned to a mentor (an experienced teacher meeting some specified criteria); (b) be regularly released from some teaching responsibilities to continue their education; and (c) be supervised and supported on a relatively continuing basis?

1	2	3	4	5
Strongly Oppose	Oppose	No Strong Opinion	Endorse	Strongly Endorse

Strongly Oppose - no answers

Oppose - no answers

No Strong Opinion - 5 answers
- internship may be considered (1)
- not sure; need more information (1)
- difficult in small school; can't decide (1)

Majority favored endorse or strongly endorse (23 answers) with following comments:

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- Good schools do (a) and (c) on a limited basis now; (b) would depend on degree of need and cost. (1)
- May be some union/financial problems but think this has merit. (1)
- Should be set up for a full year. (2)
- Intern should be paid a salary. (1)
- Should be set up so that the student doesn't go through college only to find out they have not made the right choice. (1)
- More time spent in actual teaching would be an improvement. (1)
- Special Education essentially does this now - great! (1)
- Believe this would be the single most valuable experience for beginning teachers. (1)
- Much needed in our prep program. (1)
- Excellent idea. (1)
- Tie it in with beginning a graduate program. (1)

Do you believe that the role of the principal relative to the supervision of student teachers should be expanded? ____yes ____no

12 answered yes, with these additional comments:

- Require more direct observation time by the principal (should be 4 or 5 formal observations). (2)
- Interact with each other; gain from more activity together. (1)
- Benefit from greater varieties of experiences. (1)
- Principals can give excellent help in delineating building expectations, involving them in parent organizations, etc. (2)
- In direct supervision, student teacher's involvement has been greater (more input from principal is needed). (2)

16 answered no, with these additional comments:

- Student teacher will profit more from master teacher than from the administrator (main supervision coming from the teachers, not the principal). (2)
- Supervision by principal is sufficient (principals do not have much spare time from their other duties). (8)
- Responsibility of supervision should come from the supervising personnel at the university (make an effort to spend time with the student teacher). (1)
- Principal will assume responsibility for all personnel including student teachers (cannot expand supervision to give more attention to student teachers). (1)

Teachers

Would you share briefly what you believe are the major strengths or advances in initial teacher preparation today?

- The KATE program of spending 1-2 weeks prior to the senior year. (2)
- Methods courses are pretty complete. (4)
- Longer period of student/teacher pupil time. (2)
- Concern, dedication (3)
- Internship would be a good advance. (1)
- Well prepared in curriculum content (13)
- Student teaching program (14)
- Human relations awareness (1)
- Reading concentrations (2)
- Willingness to try new things (3)
- Pre-fall workshop attendance (1)
- Use of A-V, computer (word processing) (2)

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- Background in theory (2)
- More communication between college supervisors and student teachers (2)
- They are taught hope. (1)
- "Good" teachers that have not been scared off by shortages of jobs (1)
- Better discipline training (1)
- A variety of experiences (2)
- Chance to see how their personality works with students (1)
- New practices and experimentation (1)

What would you suggest as the two or three best ways to improve initial teacher education?

- Provide monthly support/information meetings with other first year teachers and a master teacher. (2)
- More experienced teacher input (12)
- More realistic evaluations of student teachers (3)
- More incentives for would-be teachers (4)
- More stable standards and requirements in schools (6)
- More disciplinary preparations (6)
- Longer period of student teaching (15)
- More practical education (teaching methods) courses (19)
- More time in classrooms prior to student teaching (21)
- Make sure they really want to work with kids. (3)
- Stress professionalism (punctuality, preparedness, responsibility). (1)
- Bring the college educator into the classroom (1)
- Stress working with special needs. (2)
- Set up resources for them to refer to. (1)
- Internship (6)
- Learn how to deal with the public. (3)
- Paid summer workshop for student teaching supervisors (1)
- Extend to 5-year program (with internship)
- Have university instructor go back to teaching every five years. (1)

Would you share briefly what you believe the major shortcomings, if any, are of initial teacher preparation?

- Need to get into the schools from their freshman year. (1)
- Not enough actual teaching time in a classroom. (14)
- Insufficient knowledge of rules and regulations in a school district (2)
- Not enough contact time with students (5)
- Visit schools before actual student teaching experience (6)
- Classes are needed on how to teach and classroom management. (20)
- Not enough by way of discipline. (13)
- Full nine weeks in one grade level (2)
- Student teaching time as early as second year of college (2)
- No shortcomings (11)
- Supervision and support <u>not</u> given teachers during first year in the classroom (1)
- Difference in requirements of the student teacher from college to college (1)
- Too much emphasis on literature at the expense of writing (1)
- Lack of confidence when working with kids; need some time with kids before starting student teaching. (2)
- Adjusting curriculum to meet needs of gifted students (2)
- Qualified applicants (not really enough of them) (3)
- Some student teachers are unwilling and unable to write a unit. (4)
- Way too much theory; no practical preparation. (3)
- Negative public opinion of the teaching profession

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Recommendations for Further Study

In the event that these data are further analyzed or that the approach to subsequent data gathering might be revised, the following recommendations are made:

Sequencing of questions appearing on more than one survey form should be revised wherever possible. For example, if a question is numbered "one" on any given survey form, that same question should be numbered "one" on all other survey forms.

Subsequent analysis of survey data should indicate whether one is a teacher or administrator when answering questions 1-3. Data are available from surveys in their present form, however not analyzed to provide this information.

Virtually all data gathered in this survey are nominal (very poor, poor, average, good, excellent). Nominal data do nothing more than categorize responses. While one may assign numerical values to different categories of nominal data, this does not automatically make those data interval or ratio. Interval and ratio data assume that the space or span between all digits is identical (e.g., pounds, inches, gallons, years, IQ's).

Purists in the educational statistics arena could conceivably question the use of T-tests in analyzing data from this survey. Data from this survey have been submitted statistically to the T-tests. A basic assumption underlying the use of T-tests is that data either be interval or ratio. This assumption must be respected since mean scores, which are essential in T-tests analysis, can be derived only from interval or ratio data.

The absolute responses and percentages reported by category response variously throughout the survey are adequate in portraying differing degrees of persuasion. These data which are nominal should be submitted to Chi^2 analysis since this statistic is designed to be effective with nominal level data.